



## RIDGE SPRING-MONETTA HIGH

10 J.P. Kneee Drive  
Monetta, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	270 Students	
<b>Principal</b>	Mason Cummings	803-685-2100
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Ms. Rosemary B. English	803-648-1126

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Below Average	At-Risk
2009	Average	At-Risk
2008	Good	Excellent
2007	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
2	3	20	1	1

\* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	67.6%	58.2%	65.0%	71.0%	69.4%	69.4%
Passed 1 subtest (%)	17.6%	24.1%	16.7%	15.6%	16.4%	17.2%
Passed no subtests (%)	14.9%	17.7%	18.3%	13.4%	14.3%	13.4%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	90.5%	87.4%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	67	75	200	195
Number of Graduates in Cohort	44	46	138	142
Rate	65.7%	61.3%	70.0%	71.9%

\*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	67	N/A	214
Number of Graduates in Cohort	N/A	45	N/A	149
Rate	N/A	67.2%	N/A	71.5%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	71.1%	69.7%
English 1	39.3%	56.6%
Biology 1/Applied Biology 2	24.1%	54.9%
Physical Science	55.9%	46.4%
US History and the Constitution	25.4%	34.6%
All Tests	37.3%	50.7%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=270)</b>				
Retention rate	8.4%	Up from 6.5%	4.2%	3.4%
Attendance rate	94.4%	Down from 94.6%	95.3%	95.0%
Served by gifted and talented program	0.7%	Down from 8.3%	10.5%	12.4%
With disabilities other than speech	8.4%	Down from 12.7%	11.9%	9.9%
Older than usual for grade	11.8%	Down from 14.4%	9.1%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	No Change	0.9%	0.9%
Enrolled in AP/IB programs	3.6%	Down from 10.2%	9.6%	13.0%
Successful on AP/IB exams	N/A	N/A	29.6%	51.7%
Eligible for LIFE Scholarship	22.7%	Down from 26.2%	27.7%	30.1%
Annual dropout rate	4.7%	Down from 6.4%	2.7%	2.5%
Career/technology students in co-curricular organizations	22.6%	Up from 13.4%	5.6%	2.9%
Enrollment in career/technology courses	159	Down from 162	280	419
Students participating in work-based experiences	0.0%	Down from 12.7%	6.0%	7.2%
Career/technology students attaining technical skills	76.1%	Up from 64.7%	78.6%	83.0%
Career/technology completers placed	100.0%	Up from 89.7%	99.6%	98.4%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	60.9%	Down from 65.2%	59.8%	61.1%
Continuing contract teachers	82.6%	Down from 91.3%	74.5%	80.6%
Teachers returning from previous year	88.7%	Up from 88.5%	83.6%	86.5%
Teacher attendance rate	95.5%	Up from 95.3%	95.0%	95.5%
Average teacher salary*	\$46,710	Down 2.8%	\$46,710	\$46,884
Professional development days/teacher	9.8 days	Down from 11.6 days	9.8 days	10.0 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 20.9 to 1	24.4 to 1	26.5 to 1
Prime instructional time	86.9%	Down from 87.6%	90.1%	89.3%
Dollars spent per pupil**	\$10,942	Down 11.3%	\$8,248	\$7,804
Percent of expenditures for teacher salaries**	49.2%	Up from 43.5%	55.3%	58.0%
Percent of expenditures for instruction**	52.5%	Up from 47.5%	59.6%	60.6%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.4%	Up from 86.8%	96.8%	97.3%
Character development program	Average	No Change	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Good
Classical language program assessment	N/A	N/A	N/A	Good

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	63	90.5%	314	37.3%	67	65.7%	No
Gender							
Male	37	91.9%	170	39.4%	32	65.6%	N/A
Female	26	88.5%	140	35.7%	35	65.7%	N/A
Racial/Ethnic Group							
White	23	91.3%	100	56.0%	29	69.0%	N/A
African American	34	88.2%	178	28.7%	34	61.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	32	31.3%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	27	33.3%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	27	22.2%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	42	85.7%	230	27.4%	48	62.5%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Community of RS-M High:

Ridge Spring-Monetta High School is driving towards excellence. In this drive, we have found a great challenge in returning to Palmetto Gold Award status we enjoyed a short time ago. We did produce a Palmetto Fellows Scholar, ten Life Scholars, individual recipients of the EnergySolutions Scholarship, Marching Band State Finalists, and a host of other honors, awards, and recognition.

RS-M High received an Absolute Rating of Average on the School Report Card and, unfortunately, did not meet Adequate Yearly Progress (AYP). We have committed our school efforts to meeting students where they are and developing the skills necessary to compete in an evolving workforce. We have also strove to push for greater opportunities for the accelerated achievers.

Our school continues to prescribe to the notion that every student can learn and our mission is to consistently seek and promote pathways for our students to become successful beyond high school. Ridge Spring – Monetta High is committed to creating an environment that sends productive citizens to college, our military, and into the workforce. We look forward to the challenge of addressing our weaknesses and augmenting our strengths. RS-M High is still the Best Little High School in South Carolina.

Mason Cummings, Principal  
Mary Cromer, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	44	19
Percent satisfied with learning environment	57.9%	47.7%	73.7%
Percent satisfied with social and physical environment	73.7%	63.6%	72.2%
Percent satisfied with school-home relations	47.4%	65.9%	77.8%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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No Child Left Behind

School Adequate Yearly Progress	No
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This school met 4 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	4.4%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No

Abbreviations for Missing Data

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	60	100.0	19.0	43.1	22.4	15.5	50.0	70.2	68.0	No	Yes
Male	34	100.0	21.2	45.5	15.2	18.2	51.5	67.0	63.1	N/A	N/A
Female	26	100.0	16.0	40.0	32.0	12.0	48.0	73.8	73.1	N/A	N/A
White	19	100.0	15.8	36.8	21.1	26.3	63.2	79.7	79.4	I/S	I/S
African American	35	100.0	20.6	47.1	23.5	8.8	41.2	55.9	51.7	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	88.2	83.2	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	59.7	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	13	100.0	50.0	41.7	8.3	N/A	16.7	12.8	22.8	I/S	I/S
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	31.7	45.1	I/S	I/S
Subsidized meals	43	100.0	21.4	45.2	23.8	9.5	42.9	56.6	54.7	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	60	100.0	32.8	36.2	22.4	8.6	46.6	63.7	62.3	No	Yes
Male	34	100.0	36.4	30.3	24.2	9.1	45.5	63.7	61.4	N/A	N/A
Female	26	100.0	28.0	44.0	20.0	8.0	48.0	63.6	63.2	N/A	N/A
White	19	100.0	21.1	31.6	21.1	26.3	63.2	75.9	75.3	I/S	I/S
African American	35	100.0	41.2	41.2	17.6	N/A	32.4	44.0	42.9	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	88.2	84.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	59.7	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	13	100.0	66.7	25.0	8.3	N/A	25.0	14.3	21.5	I/S	I/S
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	39.0	47.1	I/S	I/S
Subsidized meals	43	100.0	40.5	38.1	19.0	2.4	35.7	46.9	48.5	No	Yes

**Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)**

All Students	60	88.3	84.9	7.5	3.8	3.8	7.5	N/A	N/A	N/A	N/A
Male	34	85.3	86.2	6.9	N/A	6.9	6.9	N/A	N/A	N/A	N/A
Female	26	92.3	83.3	8.3	8.3	N/A	N/A	N/A	N/A	N/A	N/A
White	19	84.2	62.5	12.5	12.5	12.5	25.0	N/A	N/A	N/A	N/A
African American	35	88.6	96.8	3.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	13	61.5	87.5	12.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	43	86.0	94.6	2.7	2.7	N/A	N/A	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	81	96.3	31.6	23.7	23.7	21.1	50.0	68.7	65.9
	2011	60	100.0	19.0	43.1	22.4	15.5	50.0	70.2	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	81	97.5	24.7	40.3	23.4	11.7	44.2	63.2	62.3
	2011	60	100.0	32.8	36.2	22.4	8.6	46.6	63.7	62.3

\* Adjusted to account for natural variation in performance.